Report of the BLAC Implementation Review Committee

September 2003

CACE

NOVA SCOTIA
Department of Education

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Preface

The following is the Report of the BLAC Implementation Review Committee.

The Committee met on 6 occasions between September 21, 2001, and November 8, 2001.

Committee Membership:

Charles Sheppard (Co-chair)	Council on African Canadian Education Chairperson
Mike Sweeney (Co-chair)	Department of Education
Frank Barteaux	Nova Scotia School Boards Association (NSSBA)
Brad Barton	Council on African Canadian Education
Gerald Clarke	Black Educators Association
Ed Davis	Cape Breton-Victoria Regional School Board
Ken Fells	Black Educators Association
Kaye Johnson	Annapolis Valley Regional School Board
Patrick Kakembo	Department of Education
Reverend Elias Mutale	African United Baptist Association
Earle Rutledge	Nova Scotia Teachers Union
Doug Sparks	Halifax Regional School Board

The mandate of the Committee is to report the following to the Deputy Minister of Education:

1. Those recommendations within the *BLAC Report* (1994) that have been acted upon
2. Those recommendations within the *BLAC Report* (1994) that have not yet been acted upon
3. An action plan, including costs, for the implementation of items that have yet to be acted upon

The Committee respectfully submits its report.

Charles Sheppard

Mike Sweeney

May 8, 2003
Date

104-00585/

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Introduction

"In the near future, we see a system where every child is challenged to achieve personal excellence; where race, class, age, financial resources and gender are recognized every day as Nova Scotian educators prepare all learners for full participation in society and in their communities. Social and economic inequalities are not allowed to deny equal opportunity for access to education." (*BLAC Report on Education: Redressing Inequality—Empowering Black Learners*, December 1994, p. 15)

This articulates in part the vision of quality education for black learners in Nova Scotia. The vision remains as valid today as it did in 1994, when the *BLAC Report on Education* was released. While much has been done to move toward the realization of this vision, some remains to be done.

In September 2001, the Deputy Minister of Education established the BLAC Report Implementation Review committee with the mandate to

1. identify those recommendations within the *BLAC Report* that have been acted upon
2. identify those recommendations with the *BLAC Report* that have not yet been acted upon
3. provide an action plan, including costs, for the implementation of items that have yet to be acted upon

To effectively fulfill the mandate, education and community partners were invited to participate on the Committee. These included the Council on African Canadian Education (CACE), the Black Educators Association (BEA), the Department of Education, the Nova Scotia School Boards Association (NSSBA), the Nova Scotia Teachers Union (NSTU), and the Nova Scotia Community College (NSCC). The Committee was co-chaired by CACE and the Department of Education.

In November 2001, the Committee submitted an Interim Report to the Deputy Minister. The Interim Report was intended to identify those recommendations that would require consideration as part of the government's 2000–03 budget setting process.

The committee, with the submission of this report, has made every effort to fulfil the mandate set in September 2001. However, as will be apparent, this report focuses on those matters that are within the direct control of the Department of Education and recognizes that in order to have every recommendation addressed, the Department of Education, in conjunction with CACE, will have to initiate and follow up on renewed discussions with the other government departments and/or agencies contained in the *BLAC Report*.

Background

In 1990, the Black Learners Advisory Committee was appointed by the Government of Nova Scotia to conduct a thorough review of the past and present status of the education of African Nova Scotians, to make recommendations for improvements to the education system, and to identify strategies to meet the needs of all African Nova Scotians. After four years of study and consultations, the Advisory Committee released the *BLAC Report on Education: Redressing Inequity—Empowering Black Learners* in December 1994 containing a total of 46 individual recommendations.

In June 1995, the then Minister of Education and Culture, the Honourable John MacEachern, provided a response to the recommendations. The Minister commented on the thoroughness of the report and complemented the Advisory Committee for an exemplary study of a difficult subject.

The Council of African Canadian Education (CACE) organized an education summit on the status of the *BLAC Report* and its recommendations in February 2001. This was done in conjunction with other partners, the Black Educators Association (BEA) and the African Canadian Services Division (ACSD). This summit provided a forum to discuss, analyze, and report on the implementation of the actions related to the recommendations.

This implementation review provides the opportunity for all partners to report on actions to date, both in the context of the original recommendations and in the context of the commitment made by the Department of Education and the Government of Nova Scotia and, as importantly, to recommend action plans for full implementation.

Recommendations on Action

As stated earlier, the Report identified a number of actions that the committee would recommend for implementation commencing the 2003–04 fiscal period. A number of these have financial implications not only for that fiscal period, but also would require incremental funding through subsequent years to attain full implementation.

The Report categorizes the *BLAC Report* recommendations under the same headings as contained in the 1994 Report. For each BLAC recommendation, the report outlines (i) the government **response**, (ii) the current **status**, and (iii) the **recommended action**. The report identifies those items that would have funding implications and the amount of funding required over a four-year period. Appendix A provides a summary of those recommendations identified as having funding implications. Several recommendations require no further action with respect to the implementation. However, this report acknowledges and recommends that these and all recommendations in the *BLAC Report* be consistently monitored and re-evaluated to address changing financial needs related to increasing operational, and/or capital, funding.

Participation of the Black Community in Decision Making, Planning, and Delivery of Educational Services

Recommendation 1

That the Minister of Education elevate the Black Learners Advisory Committee (through legislation) to a Council on African Canadian Education to monitor the policies of the Department with regard to Black learners.

Response

The Department accepts this recommendation. A Council on African Canadian Education (CACE) will be legislatively mandated through the Education Act in the fall of 1995 with terms of reference developed in consultation with BLAC and established through regulation. CACE will provide guidance to the Minister on programs and services in public schools and on adult education. It will work directly with staff in the Department responsible for programs and services for Black Nova Scotians. The Department will provide logistical support along with travel and meeting expense for CACE.

Status

The government elevated the Black Learners Advisory Committee, through the *Education Act*, to a permanent body to advise the Minister on African Canadian education. CACE was fully established in 1996 and restructured so that it is now regionally representative and

reflective of the diversity of the African Nova Scotia Communities. CACE has regular meetings with the Minister and continues to play a key role in the education system. The Council has been provided with office space and a staff of two to facilitate its work. Logistical support is also provided. Additionally, commencing October 2000, legislation has been put in place to ensure African Nova Scotian representation on school boards.

Recommended Action

The recommendation has been implemented as per the response. There are matters related to operational funding that would involve on-going discussion between CACE and the Department of Education.

Recommendation 2a and 2b

That the Minister of Education establish a Branch in the Department to deal specifically with African Canadian Education.

That the Minister of Education appoint to the staff of his Department an Executive Director—African Canadian Education, who would be a member of the Senior Management Committee of the Department of Education and who would have general responsibility for the direction and coordination of African Canadian education programs provided by the Department.

Response

The Department will create an African Canadian Services Division by September 1995. It will be headed by a Director and will be responsible for developing and coordinating public school programs and services for Black Nova Scotians. The Division will ensure that curriculum and materials reflect the cultural diversity of the province. It will provide advice and guidance to other divisions and branches of the Department regarding services to Black Nova Scotians and about the need for learning materials to reflect the heritage, culture, and traditions of the Black community. It will have a mandate to liaise with other government departments, the federal government and other agencies regarding the broader implications of the *BLAC Report on Education*. The Director of ACSD will attend and participate in senior management meetings. The Division will have sufficient staff to fulfil its mandate and the staffing level will be reviewed annually to ensure that appropriate resources are available.

Status

A division was established within the Program Branch in 1996 to implement the Department's response to the *BLAC Report on Education*. The African Canadian Services

Division has a full time staff of seven, with knowledge of the issues and the experience and expertise to design programs. The division is responsible for

- providing leadership, direction, advice, and guidance to all other branches and divisions of the department regarding the educational needs of African Canadian students and communities
- providing support to African Canadian students, establishing Africentric preschool programs, and providing adult education opportunities
- working with teachers and school boards on programs and services to improve student performance and graduation rates
- liaising with post-secondary educational institutions, other government departments, federal government departments, and community agencies regarding the broader implications of the *BLAC Report on Education*
- working with external partners such as the Black Educators Association to ensure the equality of the cultural and academic enrichment programs by providing material support and professional development for the co-ordinators
- working with other divisions and branches of the Department regarding programs and services to African Canadians and the need for learning materials to reflect the heritage, culture, and traditions of the African Canadian community

The Director of the African Canadian Services Division attends and participates in departmental senior management meetings. This ensures that issues concerning the African Canadian community are raised and discussed.

Recommended Action

The recommendation has been implemented as per the response. A matter of staffing is addressed in 9b.

Cultural Education and Self-Esteem

Recommendation 3

Establish an Africentric Learning Institute to assist in curriculum development and conduct ongoing research on issues impacting on Black learners in Nova Scotia.

Response

The Department accepts this recommendation and will create an Africentric Learning Institute. Alternatives for placement including the desirability of locating the Institute in conjunction with university will be explored with CACE. The Nova Scotia Council on Higher Education will work with CACE to develop a specific proposal and funding options for such an institute by January 1996.

Status

The establishment of Africentric Learning Institute (ALI) has been identified by CACE as one of the cornerstone recommendations within the *BLAC Report*. CACE has taken the initiative to develop a business plan and commence the operations of the ALI. The ALI has officially become the Delmore "Buddy" Daye Africentric Learning Institute (DBDALI) and through funding from the Department has set up temporarily at the "Meadows" at Mount Saint Vincent University.

The DBDALI is to have research, policy analysis, curriculum development, professional development for teachers, community education, and resource centre as its main components.

Recommended Action

CACE has submitted a Business Plan to the Department for the capital and operation components of the DBDALI.

Cost	Year 1	Year 2	Year 3	Year 4
Capital (Prov)	$700,000	$750,000	$2,000,000	$2,000,000
Operational	$425,000	$150,000	$75,000	$475,000
Total	**$1,125,000**	**$900,000**	**$2,075,000**	**$2,475,000**

Under Representation of Black Teachers and Administrators

Recommendation 4

That the Minister of Education make scholarships available immediately to assist 20 Black youth annually for the next 10 years to undertake teacher training to help redress the under-representation of Black teachers in the public education system.

Response

The Department accepts and will action this recommendation. Beginning with the 1996–97 budget year a full tuition scholarship program for Black youth to take teacher training will be phased in, starting with 5 scholarships. In addition, universities will be asked to reserve the same number of seats for Black students in their teacher education programs.

Status

The Nova Scotia Government has made a commitment to provide scholarships to African Nova Scotian students to pursue post-secondary education. In 1992, the Incentive Fund for Black Students was discontinued and replaced with a university and college entrance scholarship program.

The university and college entrance scholarship program has been a great success in assisting African Canadian students to pursue their educational and career goals. Government continues to support this program, as a direct investment in the future of our province.

To redress the under-representation of Black teachers and administrators in our public education system, a full tuition scholarship program to enable African Nova Scotians to take teacher training was phased in, starting with 5 awards in the 1996–97 budget year. In 1998–99, the program was fully implemented with 20 scholarships awarded for teacher training.

Number of Scholarships Awarded Since 1996

	1996	1997	1998	1999	2000	2001
University	132	140	121	131	126	118
Community College	25	40	51	78	64	37
Teacher Education	7	11	20	20	17	12

In addition, Acadia University and Mount Saint Vincent University have implemented procedures to improve access for African Canadian applicants in their education programs.

Recommended Action

This recommendation has been implemented.

Recommendation 5b

Provide Black role models by seeking out and hiring Black teachers, guidance counsellors, and administrators, and, whenever necessary, implement an affirmative action program to achieve this objective.

Response

The Department accepts these recommendations and will act by working with the Nova Scotia School Boards Association to determine the best means of implementation. In addition, school councils will have a particular role to play in developing ways to implement this recommendation in local schools. The Department will work with the NSSBA and others to develop a report by March 1996 on actions that should be taken and who should have the responsibility for them.

Status

The Committee recognized that there continues to be a need in the area of equity representation at all levels within the public school system. It was also recognized that there are barriers such as geographic preference and collective agreement obligations to effective recruitment and retention of African Canadian teachers.

Recommended Action

That school boards with the assistance of CACE and the BEA make every effort to recruit African Canadian teachers. It was felt that due to the significant number of teacher retirements over the next 4 to 5 years, a window of opportunity exists to significantly increase the racial and cultural diversity with the Nova Scotia teaching force.

Need for Multicultural/Anti-Racism Policies

Recommendation 7a and 6

That the Department of Education communicate and enforce equity and anti-racist standards, and require all components of the education system, including school boards, to develop and implement anti-racist policies.

That the Department of Education, through the new Council on Black Education, establish a strong mechanism to monitor the implementation of multi-racial and anti-racism policies in the public schools, and implement an intervention process for non-conformance to the standards.

Response

The Department accepts these recommendations and will complete a draft multicultural and anti-racism policy and distribute it for input by 1996. The policy will clearly identify responsibility for implementation and outline the process for accountability. The new African Canadian Services Division will play a lead role in developing the policy and CACE will have a role in monitoring its implementation.

Status

The provincial *Racial Equity Policy* was proclaimed by the Minister of Education in March 2002 for implementation during the 2002–03 school year. The policy provides a framework for the development and review of school board policies on race relations and related issues. It is based on the work of the Department in responding to issues brought into focus by the *BLAC Report* and other sources.

The Department of Education in its efforts to inform and provide an opportunity for networking held a successful Human Rights Conference on Education, October 6–7, 2002.

Recommended Action

The Department will continue to work with the school boards to ensure their policies are fully aligned with provincial policy, and to identify resources for the integration of multicultural and anti-racist practices and education in all their programs, and to specify the process of accountability.

Cost	Year 1	Year 2	Year 3	Year 4
Racial EquityPolicy Implementation	$300K	$200K	($500K)	–
Total	**$300K**	**$200K**	**($500K)**	–

CACE will have a role in monitoring and reporting on the implementation of the Racial Equity Policy.

Recommendation 7b

To facilitate the process, the Department should provide $50,000 to every school board to ensure effective implementation on continuation of anti-racism policies.

Response

The Department will address this recommendation when the content and implementation of the new anti-racism program and policy are known. The Department will identify specific funding requirements to ensure implementation and determine how the funding is to be provided.

Status

To ensure effective race relations in all schools, the Department remains committed to working with the province's school boards to support their RCH initiatives including race relations and cross cultural sensitivity training to all teachers, staff, administrators, and school board members. To that end, the Department has committed $150K in base funding to support school boards in having the services of a full-time RCH Co-ordinator.

Recommended Action

The Review Committee is of the view that additional funding support is required to support RCH initiatives at the board level and would concur with the $50,000 per board allocation. This funding would be targeted to support leadership and in-service training programs. Further, the Committee would recommend an additional $100,000 against which school boards can apply for one-time funding for innovative initiatives related to anti-racism training.

Cost	Year 1	Year 2	Year 3	Year 4
RCH Initiative Support ($50K/bd)	$350K	–	–	–
Innovative Fund	$100K	–	–	–
Total	**$450K**	–	–	–

Recommendation 8

That the Department of Education make cross-cultural and race relations training mandatory for all teachers including those in teacher training programs.

Response

The Department accepts and will act on this recommendation. The draft Report on Teacher Certification requirements recommends cross-cultural and race relations training as pre-requisite for admission to both elementary and secondary education programs. The Department will also work with universities and school boards to implement mandatory training programs for current employees.

Status

The teacher certification requirements are such that the professional studies must include, among other things, a knowledge of racial, cultural, and linguistic composition of public school classrooms; a knowledge of gender and sexuality, anti-racism, and multicultural issues; and the ability to apply the knowledge to the resolution of conflict among individuals and between individuals and institutions.

With respect to working with school boards in implementing RCH training programs, the goal remains to have an RCH co-ordinator in each of the regional school boards in Nova Scotia. Through the Student Services, African Canadian Services, and Mi'kmaq Services divisions, the Department provides leadership and direction to the school boards regarding anti-racism initiatives. The multicultural consultant meets with the boards' race relations, cross-cultural understanding, and human rights co-ordinators every two months to discuss issues, initiatives, and strategies.

The Department promotes the development of positive race relations by supporting cross-cultural sensitization of the school staff. The evolving strategies, developed in close consultation with parents, staff, and students, provide opportunities for students to increase their cultural competence, thus enhancing their ability to function in a global society.

In 1997 the Department formed an internal advisory committee to develop a departmental racial equity policy. The policy has been completed. The policy clearly identifies responsibility for implementation and outlines the process of accountability. Implementation of the policy will begin during the 2002–03 school year.

Recommended Action

While the Review Committee had not specific follow-up action related to this recommendation, it should be noted that some concern was expressed that the teacher pre-training RCH component may not be as intended and, despite the certification requirement, that actual pre-training program offering may not be readily identifiable.

The on-going RCH in-service component is addressed more specifically in other recommendations.

Learning/Teaching Materials

Recommendation 9a

That the Department of Education should develop programs, resources, and learning materials on Black people, history, tradition, and culture.

Response

The Department accepts and will act on this recommendation. A particular emphasis will be placed on developing materials through the new ACSD in cooperation with other program divisions and other branches.

Status

In 1995 the Department placed particular emphasis on developing programs and identifying resources and learning materials on African peoples, history, tradition, and culture. Through the African Canadian Services Division, new learning materials have been reviewed and added to the *Authorized Learning Resources* list, and a new social studies course (African Canadian Studies) has been implemented at the high-school level.

A new literature course (African Heritage Literature 12) has been developed and piloted starting September 2000. As well, a team of teachers has put together a Primary–6 curriculum module/package that teachers can use to integrate African heritage into their lessons.

In addition, an African percussion (drumming) unit has been developed and several schools have integrated it into their junior high social studies course.

The Department works with publishers to increase the amount of materials on the history of African Canadians and also provides funding and other assistance for African Canadian writers/publishers to produce and distribute materials to Nova Scotia schools.

Recommended Action

The Review Committee has identified the need for a curriculum consultant within the ACSD in order to provide greater support to the development and implementation of curriculum within the P–12 system.

Cost	Year 1	Year 2	Year 3	Year 4
1 FTE—Curriculum Consultant	$75K	–	–	–
Total	**$75K**	–	–	–

Recommendation 9b

That the Department of Education should allocate sufficient funds for additional staff to revise curriculum at every level to reflect the cultural diversity of Nova Scotia.

Response

The Department accepts and will act on this recommendation. The new ACSD will work with the English Program Services Division to ensure all curricula, at the end of a five-year review process, reflect the cultural diversity of Nova Scotia. The Director and consultants of the ACSD will have a direct role to play in the process.

Status

See 9a.

Recommended Action

See 9a.

Recommendation 10

That the Department of Education establish student assessment and testing practices for racial, cultural, and gender bias.

Response

The Department accepts and will act on the recommendation. In the past, staff from the Race Relations and Cross Cultural Understanding Office reviewed provincial assessment practices for racial, cultural, and gender bias. The review will continue by staff of the African Canadian Services Division and Student Services Division. The Department will work directly with school boards and schools to discourage the use of tests that might discriminate based on race or culture.

Status

In the construction of provincial assessment instruments, item writers, item reviewers, and the Assessment Advisory Committee are responsible to ensure that all items (questions) on the final form of the assessment meet certain standards of presentation. These standards are consistent with the *Standards for Psychological and Educational Assessments* prepared by the American Psychological Association and the National Council for Measurement in Education and the *Standards for Fair Assessment in Canada*. The standards address racial and ethnic bias as well as general and sex-role bias.

Recommended Action

That a teacher professional development program be implemented to address standards in assessment at the school level. This professional development would include components dealing with fair and equitable assessment practices specific to eliminating racial and cultural biases.

Cost	Year 1	Year 2	Year 3	Year 4
FTE .05 Salary	$35,000	–	–	($35,000)
Professional and Support Services	$1,000	$3,000	$6,000	($10,000)
Travel	$500	$1,500	$1,500	($3,500)
Supply & Services	$500	$2,500	$5,000	($8,000)
Total	**$37,000**	**$7,000**	**$12,500**	**($56,500)**

Recommendation 8 and 11

The Department of Education should make cross-cultural and race relations training a mandatory component of all in-service and teacher training programs, **including child care teacher training**.

The Department of Education should provide quality preschool educational opportunities such as a Four-Plus for all African Canadian children. Priority should be given to children in rural areas and the inner-city.

Response

The Department of Education has forwarded this recommendation to the Department of Community Services and discussed a response with representatives of that Department.

The Department of Education will consult with Department of Community Services on developing preschool programs to provide a structured entry into the school system.

The Department of Education will provide program planning assistance to ensure that the programs serve the needs of Black children and will explore funding option with Department of Community Services.

Status

The Department, through the African Canadian Service Division, is working with the African Canadian communities to ensure that their children arrive at school ready to learn. As recommended by BLAC, the Department promotes a comprehensive and holistic approach to the education of African Canadians. Early intervention is one of the most effective intervention programs in education. Studies show that school readiness can be enhanced by structured, quality, preschool programming, and is the most effective way to reduce school failure and support school success. The Department is involved in ongoing consultations with the Department of Community Services in order to develop preschool programs that provide a structured entry into the school system.

The Department of Education has provided program planning, professional development assistance, materials, and financial support to established programs such as the Nelson Whynder and New Glasgow Four-Plus program, East Preston Child Care Centre (Four Plus program), and the Glace Bay Four Plus. As well, the African Canadian Services Division has been working with Digby to assess the need for a new site.

To ensure that the program serves the needs of African Canadian children, the African Canadian Services Division has completed a draft of an Africentric Preschool curriculum that will be used in the programs. The overall intent of this initiative is to develop structured programs to serve the needs of African Canadian children without adversely affecting existing daycare programs.

Recommended Action

The Department of Education, through the Department of Community Services, will verify the status of RCH training requirements within child care training programs.

Supporting the establishment of community-based four-plus programs continues to be of importance to the ACSD.

An additional two sites are under consideration with partnership arrangements being put in place to start and sustain these two new sites.

Cost	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Four Plus Program Grant	$75K	–	–	($75K)
Total	**$75K**	–	–	**($75K)**

Access to Higher Education and Financial Support

Recommendations 12a and 12b

That the Nova Scotia Government should provide scholarships and financial assistance to Black learners in recognition of achievement and need. Extend the Incentive Fund to cover all Black students in post-secondary institutions, and increase the amount to match escalating university fees.

That the Nova Scotia Government should provide scholarships for black students who wish to enter professional programs from which Blacks have been traditionally excluded such as medicine, dentistry, pharmacy, computer science, and engineering.

Response

The Department accepts these recommendations. Beginning with the 1996–97 university year, the Department will phase in a scholarship program for Black students pursuing studies in professional areas such as medicine, pharmacy, dentistry and engineering. The program will begin with two scholarships in the first year. Three in the second and four in the third. The target professions will be treated as a group, and scholarships allocated based on demand and priorities. The impact of the scholarships and the number required will be evaluated every three years.

The Department is committed to increasing the budget for the Black Incentive Fund within overall budget guidelines. Input will be sought from CACE and the Funding Advisory Committee on how to apply the increased funds.

Status

The scholarships for science-based professions are intended to encourage students to enter professional programs from which African Canadians have traditionally been excluded. Beginning with the 1996–97 university year, the Department phased in a scholarship program for African Nova Scotian students pursuing studies in such professional areas as medicine, pharmacy, dentistry, and engineering. The target professions are treated as a group, and scholarships are allocated based on demand and priorities. Like the teacher education scholarships, this program has seen the number of applicants increasing every year.

Year	Number of Scholarships Awarded
1996	2
1997	3
1998	5
1999	6
2000	5
2001	5

Recommended Action

These recommendations have been implemented. The African Nova Scotian Education Summit did identify that additional funding may be required to support the increasing number of qualified applicants to these non-traditional professions.

Mobilization and Training Parents for Mobilization

Recommendation 13a and 13b

Continue to support the Regional Educators Program. The seven regional educators are responsible for facilitating the involvement of African Canadian parents in their children's education. They assist communities in setting up education committees, manage educational programs, provide guidance to students, and advocate on behalf of the students and their parents. To date there are 25 education committees across the province. The program remains a strong community-based resource managed by the Black Educators Association (BEA).

The Department continues to financially support this program and will work with CACE to develop a proposal regarding the long-term relationship among the BEA, the Regional Educators Program, and the Africentric Learning Institute.

Financially support an education program for parents of Black students on how the school system works and to equip them to assist their children at various stages of development.

Response

The Department accepts this recommendation and will act by working with school boards to develop an outline for such a program. A proposal will be completed by January 1996 and will include recommendations on funding requirements and possible funding sources.

Status

Thirty thousand dollars was given to the ACSD for 2002–03 to put on programming for three sites.

Recommended Action

That an additional $50K be provided to provide the program delivery to all regions of the province. This funding would cover cost of training materials as well as cost of workshops.

Cost	Year 1	Year 2	Year 3	Year 4
Regional Educators Program	$50K	–	–	–
Total	**$50K**	–	–	–

Recommendations 14a and 14b

Establish a plan for learning centres in communities to provide academic and cultural enrichment programs for Black students after school or on weekends. Provide funds in the 1995–96 budget for community learning centres.

Response

The Department accepts and will act on the recommendations. The Department will build on the work of BLAC to extend supplemental education programs to additional areas of the province.

Status

Cultural and Academic Enrichment Programs have been established, and funds are available but not enough. The CAEP provides academic and cultural enrichment activities as well as assistance with homework supervision. The number of CAEP reached 24 in year 2001. With a current estimated participation of 800 students, the CAEP is an effective intervention mechanism to enhance to cultural identity, pride, self-confidence, self-esteem, and, consequently, school achievement of African Canadian children. The program uses the peer-tutor model to deliver academic enrichment, provide Africentric educational activities, and expose students to African heritage through reading materials, guest speakers, workshops, field trips, and attendance at cultural events.

The program recruits motivated, high-achieving, high school, college, and university students as peer tutors. The co-ordinators, who are usually parents, encourage community involvement by recruiting other parents as volunteers. The co-ordinators also work with the schools to ensure that activities at the programs reinforce school programs.

The after-school programs have been particularly effective, not only in improving the participants' performance, but in improving relations between the schools and the communities. The Department will continue to support this program, providing resources, supervision, and monitoring while working with the BEA Regional Educators to ensure quality delivery and access for all students who wish to participate.

Recommended Action

The cost covered by the Department grant include learning resources, space rental, field trips, peer-tutor training, and wages. However, to run the program more effectively (4 hrs/week during the school year), an additional $65K was recommended. This would bring the total grant to $285K also increase the participation to 900 students across the province.

Cost	Year 1	Year 2	Year 3
Cultural and Academic Enrichment	$65K	–	–
Total	**$65K**	–	–

School Discipline

Recommendations 5b and 17

5b) Provide a support person in the school to whom Black learners can go for assistance.

17) Collaborate with communities in resolving discipline problems.

Response

The Department accepts these recommendations and will act by working with the Nova Scotia School Board Association to determine the best means of implementation.

Status (Student Support Workers)

This support has been provided through the various programs currently in place including RCH initiatives and student support workers. In response to the need to address the lack of African Canadian role models in many schools across the province, school boards, with assistance from Human Resources Development Canada, have hired student support workers.

Student support workers maintain contact, share information, and transfer skills to many African Canadian families in the community. Based in elementary and secondary schools, they do their jobs through formal and informal meetings with students, staff, and parents. They are part of a network that extends beyond the school–they liaise with other agencies and organizations to ensure effective referrals.

The student support workers serve as a resource for staff in the schools and provide various opportunities for cross-cultural sensitization. Their activities with students vary widely, but the main goal is to provide friendship, support, and guidance in day-to-day activities, as well as to bridge the cultural differences that often cause misunderstanding and tension. The current number of student support workers is as follows:

Annapolis Valley Regional School Board	3
Cape Breton-Victoria Regional School Board	2
Chignecto Central Regional School Board	6
Halifax Regional School Board	3
Strait Regional School Board	2
Tri-County District School Board	5

Recommended Action

The Committee identified the need to expand the services provided by Student Support Workers and to redefine the role to ensure a linkage among school, home, and community. The Committee identified the need for a total of 75 Student Support Worker positions.

Cost	Year 1	Year 2	Year 3	Year 4
Student Support Workers*	$660K (20 positions)	$330K (10 positions)	$231K (7 positions)	–
Total	**$666K**	**$330K**	**$231K**	–

*Based on $33K/position

Low Teacher Expectations and Insensitivity

Recommendation 18 and 19

Ensure that academic expectations are communicated and reinforced regularly.

Watch the progress of Black children as early as grade primary and focus on assistance with basic skills in reading and mathematics.

Response

The Department accepts and will act on these recommendations. The Department will work with school boards and schools to ensure the importance of this message is communicated to all teachers. The new African Canadian Services Division will be asked to prepare materials that reinforce this theme for distribution to all teachers during the 1995–96 school year.

Status

The RCH coordinators, through teacher in-service, stress the importance of high expectations and encouragement. The role of the SSW would include facilitating home and school communications. The Department of Education's focus on early literacy and mathematics will provide teachers with the knowledge and resources to identify and support student learning in these basic skills areas.

The ACSD is also working/meeting with guidance counsellors to ensure proper and appropriate course selection at high school. Career choices are also explored with ANS students.

Recommended Action

Same as 5b)

Recommendation 20a

Link upgrading and job skills training to employment by targeting jobs and provide work placement for at least a year.

Response

The Department accepts and will act on this recommendation. A proposal for a pilot project in Whitney Pier which will provide innovative approaches to learning at work, work experience, and structured learning opportunities has been developed. In addition, project proposals have been submitted for consideration under the Community Learning Initiative for an African Canadian Business Centre and an Employment Centre to offer employment skills training to Black adults. Projects should begin this spring.

Status

The Department continues to support CLI through liaison work with HRDC, promoting learning and training opportunity for the community. A good example is the Youth Internship Program (Lucasville/Upper Hammonds Plains), co-sponsored by the Department of Community Services and Human Resources Development Canada, which has trained 65 African Canadian youth for retail, financial, and call-centre jobs. The program is delivered by staff of the Lucasville/UHP Development Office and the Nova Scotia Community College. The program has been so successful that 70 percent of its graduates have found employment.

Recommended Action

The Department, through the Skills and Learning Branch, will continue to work with HRDC to ensure that program development includes specific initiatives for ANS. Community Resources will be target to increase access to training and apprenticeship.

Recommendation 20b and 20c

Establish adult literacy programs in Black communities that are owned and run by the community.

Extend the time frame of learning centres to provide more time to get the GED.

Response

The Department accepts and will act on these recommendations. More than 19 literacy programs developed and implemented by the Black community have already been funded through the Community Learning Initiative and additional programs are being considered. The Literacy Facilitator for the Black community provides support for these programs,

conducts tutor training, and identifies resources. In 1995–96, level 3–4 (grades 9–12) training is being added to the Community Learning Initiative to assist learners in upgrading their skills to the GED level. An African Canadian curriculum for level 3 and 4 upgrading is also being developed.

Status

Since 1996 more than 28 literacy and academic upgrading programs have been funded under the Community Learning Initiative (CLI). The CLI assists learners in upgrading their skills to the General Educational Development (GED) level. As well, four communities have received funding under the Family Learning Initiative (FLI).

Year	1996	1997	1998	1999	2000
CLI Programs	11	10	7	11	13
Participants	82	127	103	172	189

To enhance the delivery of adult education programs, the Department has supported tutor and instructor training. Between 1996–2000 over 88 African Canadians completed the Tutor and Instructor Training Course. These participants have played a key role in the delivery of the CLI programs.

Because of the skills and self-confidence individuals have gained through tutor training workshops and coordinating CLI programs, many African Nova Scotians who had been unemployed have gone on to secure full-time and part-time employment. The adult education co-ordinator for the African Canadian community provides support for these programs, conducts tutor training, and identifies resources. As well, several African Canadian communities have been designated part of the Community Access Program, linking them to the World Wide Web.

Recommended Action

To provide quality instruction on a province-wide basis, 10 additional sites would be required with an operational budget of $15K/site/year.

Cost	Year 1	Year 2	Year 3
Adult Education	$150K	–	–

Community and Parent Involvement

Recommendation 23

Become active participants in the education of their children. They should participate in training to become effective advocates for their children by learning how the education system [works]. Parents should ensure that their children are in school daily are prepared to learn, and will abide by school rules and regulations.

Recommendation 24

Find educational assistance, enroll the child in supplementary educational programs participate in school activities. Provide rewards and recognition to students who excel academically.

Recommendation 25

Develop alternative discipline measures to help the children understand the choices they are making and the consequences of those choices. Develop appropriate discipline for the unacceptable behaviours.

Recommendation 26

Establish Heritage Schools for African Canadian children. Implement the Saturday School model developed by the African Canadian Education Project (ACEP).

Recommendation 27

Set up an African Canadian Education Foundation with a charitable status to solicit corporate funding for the education initiatives in partnership with the Nova Scotia Government.

Response

The Department accepts these recommendations and will develop programs to assist in providing appropriate support to the parents and communities to implement these activities. Projects will be developed with school boards to provide tutoring and student support

programs. School Councils, as outlined in *Expanding Horizons: New Roles and Responsibilities to Support Student Success*, provide a particularly appropriate means to bring parents and schools together. The African Canadian Services Division will be charged with maintaining liaison with the community on these initiatives and identifying appropriate support from the Department.

Status

The Regional Educators play a key role in facilitating the involvement of African Canadian parents in their children's education. They assist communities in setting up education communities, manage after-school programs, and advocate on behalf of students and parents. The Department continues to support the tutor program financially.

In addition, the Department is piloting a positive parenting workshop which will equip parents with the knowledge and skills to help their children succeed in school. The program focusses on building a positive relationship between home and school, and a positive learning environment at home. It will also increase parents awareness of how the school system works.

Recommended Action

Recommendation/Action	Year 1	Year 2	Year 3	Year 4
23 Community-based workshops and information sessions (BEA)	50K	–	–	–
24 Enhance CAEP	See 14	–	–	–
25 Community-based initiatives (ASCD/RE/Community Relocation Committee)	$50K	–	–	–
26 Implement Saturday schools focussing on math and science	$75K	–	–	–
27 Establish charitable status ACEF	$5K	($5K)	–	–
Total	**$180K**	**($5K)**	–	–

Support Youth

Recommendations 28

Provide programs for youth to build self-esteem and awareness of life choices. Enhance the work of groups such as the Cultural Awareness Youth Group. Focus on preventing teenage pregnancy, and educate youth on the pitfalls of teen parenthood.

Recommendation 29

Establish effective networking among all Black communities; and start a political skills training program to increase leadership with diplomatic and negotiating skills to work with school boards, agencies, and governments.

Response

The Department accepts these recommendations and will develop programs to assist in providing appropriate support to the parents and communities to implement these activities. The African Canadian Services Division will be charged with maintaining liaison with the community on these initiatives and identifying appropriate support from the Department.

Status

The Department of Education, through the African Canadian Services Division, has co-sponsored a number of initiatives to help African Canadian youth participate in leadership training and other educational activities that are normally beyond their means. These are described below along with other initiatives that provide valuable work experience and mentorship opportunities.

- Camp Kujichagulia is a Summer Cultural Camp at Acadia University. It is a summer project that introduces up to 40 African Canadian youth from across the province to life on campus at a post-secondary institution while learning about African culture and heritage.
- The Cultural Awareness Youth Group (CAYG) of Nova Scotia was provided with an operational grant, 1999–2001 and discussions have taken place regarding the organization playing a more active provincial role.

Recommendation/Action	Year 1	Year 2	Year 3	Year 4
28 Re-establish CAYG	$50K	–	–	–
29 Community-based networking	$25K	–	–	–
Total	**$75K**	–	–	–

Conclusion

The Committee grappled with the full cost of the recommendations contained in the report, particularly in terms of establishing those actions that would be considered priorities or recommended first actions. The Committee was unable to derive a consensus on this matter and, therefore, puts forward the recommendations as a package.

There remain some recommendations involving other government departments or other agencies that the Department, in partnership with CACE, will follow through on and provide this information to the respective parties.

It is recognized that while there remains a number of recommendations requiring action, there have been significant actions taken to date that, to the credit of all parties, have begun to address the racial equity issues so well articulated in the *BLAC Report*.

Appendix A

Summary: Implementation Costs (Incremental)

Recommended Action	Recommendation(s)	Year 1	Year 2	Year 3	Year 4
Establish Africentric Learning Institute	3	$1,125,000	$900,000	$2,075,000	$2,475,000
Implement Racial Equity Policy	7a	$300,000	$200,000	($500,000)	—
Grant to School Boards to Support RCH Initiative	7b, 16	$450,000			
Expand Curriculum Development		9(a) 9(b)	$75,000		
Establish Fair Assessment Practices	10	$37,000	$7,000	$12,500	($56,500)
Expand Four-Plus Program	11	$75,000			($75,000)
Education Program for Parents	13b	$50,000			
Expand Cultural and Academic Enrichment Program	14a, 14b, 24	$65,000			
Student Support Workers	5b, 17, 18, 19	$660,000	$330,000	$231,000	
Adult Education Program	20a, 20b, 20c	$150,000			
Community-based programs	25, 26, 27, 28, 29	$255,000			
Total	**23**	**$3,242,000**	**$1,437,000**	**$1,818,500**	**$2,343,500**
Total Accumulative		**$3,242,000**	**$4,679,000**	**$6,497,500**	**$8,841,000**

Appendix B

Summary Table of Recommendation

Recommendation		Summary
1	Establish CACE	This recommendation has been implemented as per the response
2a	Establish ACSD	This recommendation has been implemented as per the response
2b	Establish Executive Director of ACSD	This recommendation has been implemented as per the response
3	Establish ALI	To expand operations
4	Scholarship for teacher training	This recommendation has been implemented as per the response
5a	Student Support Workers	To hire 37 additional workers 3 years
5b	Hire African Canadian teachers	To hire 15 teachers per year over next 3 years
6	Monitor implementation of Racial Equity Policy	To establish and monitoring mechanism involving CACE
7a	Implement Racial Equity Policy	Implement Racial Equity Policy (2002) and monitor and report on implementation
7b	Funding to support implementation	$50,000 per board and $100K innovation grant of Racial Equity Policy
8	Teacher training	No specific follow-up action
9a	Develop programs and services	To have curriculum consultant added to ACSD staff complement
9b	Allocate funds for additional staff	See 9a
10	Establish student assessment and teaching practices free of bias	To provide teacher PD program over three years
11	Establish pre-school programs	To verify RCH training for pre-school teachers. To establish two additional Four-Plus programs.
12a	Provide financial assistance for students in post-secondary institutions	This recommendation has been implemented
12b	Provide financial assistance for students entering professional programs	This recommendation has been implemented
13a	Continue to support Regional Educators Program	This recommendation has been implemented
13b	Financial support education program for parents	To expand the number of sites to provide province with coverage
14a/b	Establish CAEP programs	To increase funding to increase participation and provide more time
17	Collaborate with communities in resolving discipline problems	See 5b
18	Communicate expectations	See 5b

Recommendation		Summary
19	Monitor progress in early years	See 5b
20a	Link upgrading with employment	To have Skills and Learning Branch work with HRDC to include targets specific initiative for ANS
20b/c	Adult literacy and GED	To expand by 10 additional sites
23–27	Comments and Parent Involvement	Implement a variety of community-based information and skill development programs
28–29	Youth Support	Re-establish and/or expand youth leadership programs